

Finley Road Elementary

1089 Finley Road
Rock Hill, SC 29732

Grades	K-5 Elementary School	
Enrollment	460 Students	
Principal	Larry Doggett	803-981-1280
Superintendent	Dr. Randy Bridges	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	40	13	1	0

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes
2006	Average	Average	Yes

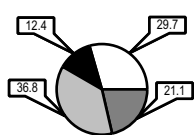
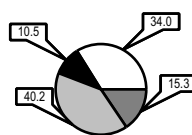
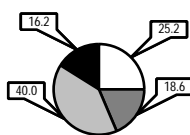
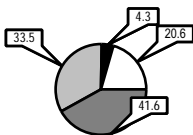
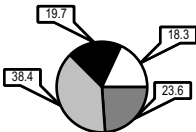
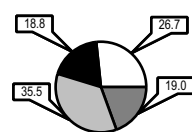
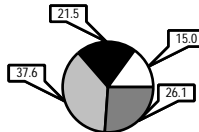
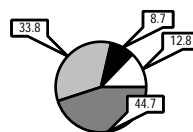
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

91.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	235	99.1	19.0	34.1	42.4	4.4	55.1	Yes	Yes
Gender									
Male	137	100.0	21.0	35.5	41.1	2.4	53.2	N/A	N/A
Female	98	98.0	16.0	32.1	44.4	7.4	58.0	N/A	N/A
Racial/Ethnic Group									
White	130	99.2	11.4	27.6	54.5	6.5	68.3	Yes	Yes
African American	98	99.0	29.9	46.8	22.1	1.3	33.8	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	200	99.0	16.7	34.5	44.3	4.6	58.0	N/A	N/A
Disabled	35	100.0	32.3	32.3	32.3	3.2	38.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	235	99.1	19.0	34.1	42.4	4.4	55.1	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	232	99.1	18.2	34.5	42.9	4.4	55.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	91	98.9	29.9	52.2	13.4	4.5	31.3	Yes	Yes
Full-pay meals	142	99.3	13.8	25.4	56.5	4.3	66.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	235	99.1	22.9	41.5	19.0	16.6	55.1	Yes	Yes
Gender									
Male	137	100.0	21.0	37.9	23.4	17.7	60.5	N/A	N/A
Female	98	98.0	25.9	46.9	12.3	14.8	46.9	N/A	N/A
Racial/Ethnic Group									
White	130	99.2	9.8	43.1	23.6	23.6	68.3	Yes	Yes
African American	98	99.0	42.9	39.0	11.7	6.5	33.8	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	200	99.0	19.5	43.1	20.7	16.7	58.6	N/A	N/A
Disabled	35	100.0	41.9	32.3	9.7	16.1	35.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	235	99.1	22.9	41.5	19.0	16.6	55.1	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	232	99.1	22.2	41.9	19.2	16.7	55.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	91	98.9	46.3	40.3	9.0	4.5	28.4	Yes	Yes
Full-pay meals	142	99.3	11.6	42.0	23.9	22.5	68.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	235	99.1	32.7	41.0	15.6	10.7	26.3
Gender							
Male	137	100.0	30.6	38.7	13.7	16.9	30.6
Female	98	98.0	35.8	44.4	18.5	1.2	19.8
Racial/Ethnic Group							
White	130	99.2	20.3	43.9	20.3	15.4	35.8
African American	98	99.0	53.2	35.1	7.8	3.9	11.7
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	200	99.0	29.3	42.5	17.8	10.3	28.2
Disabled	35	100.0	51.6	32.3	3.2	12.9	16.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	235	99.1	32.7	41.0	15.6	10.7	26.3
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	232	99.1	32.5	40.9	15.8	10.8	26.6
Socio-Economic Status							
Subsidized meals	91	98.9	56.7	34.3	7.5	1.5	9.0
Full-pay meals	142	99.3	21.0	44.2	19.6	15.2	34.8

Social Studies							
All Students	235	99.1	28.3	37.6	21.5	12.7	34.1
Gender							
Male	137	100.0	25.8	34.7	24.2	15.3	39.5
Female	98	98.0	32.1	42.0	17.3	8.6	25.9
Racial/Ethnic Group							
White	130	99.2	16.3	36.6	28.5	18.7	47.2
African American	98	99.0	48.1	37.7	10.4	3.9	14.3
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	200	99.0	25.9	38.5	22.4	13.2	35.6
Disabled	35	100.0	41.9	32.3	16.1	9.7	25.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	235	99.1	28.3	37.6	21.5	12.7	34.1
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	232	99.1	28.1	37.4	21.7	12.8	34.5
Socio-Economic Status							
Subsidized meals	91	98.9	50.7	35.8	9.0	4.5	13.4
Full-pay meals	142	99.3	17.4	38.4	27.5	16.7	44.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	80	98.8	11.4	27.1	55.7	5.7	61.4
	4	67	97.0	27.6	46.6	25.9	0.0	25.9
	5	80	98.8	20.6	48.5	29.4	1.5	30.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	73	98.6	12.9	27.4	53.2	6.5	59.7
	4	92	100.0	15.0	33.8	46.3	5.0	51.3
	5	70	98.6	30.2	41.3	27.0	1.6	28.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	80	98.8	14.3	54.3	28.6	2.9	31.4
	4	67	98.5	28.8	39.0	25.4	6.8	32.2
	5	80	100.0	14.5	50.7	20.3	14.5	34.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	73	98.6	16.1	46.8	22.6	14.5	37.1
	4	92	100.0	18.8	32.5	25.0	23.8	48.8
	5	70	98.6	34.9	47.6	7.9	9.5	17.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	80	98.8	32.9	37.1	25.7	4.3	30.0
	4	67	98.5	40.7	33.9	16.9	8.5	25.4
	5	80	100.0	31.9	40.6	15.9	11.6	27.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	73	98.6	32.3	35.5	24.2	8.1	32.3
	4	92	100.0	18.8	46.3	16.3	18.8	35.0
	5	70	98.6	50.8	39.7	6.3	3.2	9.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	80	98.8	8.6	51.4	24.3	15.7	40.0
	4	67	98.5	25.4	44.1	22.0	8.5	30.5
	5	80	100.0	24.6	47.8	15.9	11.6	27.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	73	98.6	19.4	29.0	38.7	12.9	51.6
	4	92	100.0	18.8	45.0	20.0	16.3	36.3
	5	70	98.6	49.2	36.5	6.3	7.9	14.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 460)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.8%	Up from 1.1%	1.9%	2.8%
Attendance rate	96.1%	Down from 96.8%	96.8%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 0.5%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 0.9%	0.0%	0.0%
Eligible for gifted and talented	11.3%	Down from 11.6%	17.4%	10.4%
On academic plans	0.0%	N/AV	25.5%	33.6%
On academic probation	0.0%	N/AV	2.1%	1.0%
With disabilities other than speech	10.5%	Down from 12.5%	7.5%	7.5%
Older than usual for grade	0.4%	Up from 0.0%	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 35)				
Teachers with advanced degrees	54.3%	Down from 58.1%	57.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.7%	2.4%
Teachers with emergency or provisional certificates	3.1%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	91.9%	Up from 86.5%	89.2%	87.3%
Teacher attendance rate	94.2%	Down from 94.3%	94.6%	94.9%
Average teacher salary	\$46,672	Up 0.4%	\$43,863	\$42,485
Prof. development days/teacher	11.6 days	Up from 8.7 days	11.9 days	13.3 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 18.2 to 1	20.2 to 1	18.6 to 1
Prime instructional time	89.3%	Down from 90.6%	90.2%	89.7%
Dollars spent per pupil*	\$6,880	Up 7.3%	\$6,017	\$6,557
Percent of expenditures for teacher salaries*	59.3%	Down from 73.5%	65.8%	64.0%
Percent of expenditures for instruction*	75.3%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.6%	Up from 87.3%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Finley Road Elementary School has prepared this summary report of the school's accomplishments for the 2005-2006 school year and the priorities for the 2006-2007 school year. The following are some of our 2005-2006 accomplishments. Our Finley Road partnerships contributed throughout the school to help support school projects and student and teacher achievements. We had over 9024 volunteer hours, which provided assistance to the school in numerous ways throughout the school year.

During the year, through the support of our parent-teacher organization, we were able to increase the number of high interest books available for students to read at their independent levels. The PTO also assisted us in bringing a resident artist to our school to help 5th graders paint a mural and learn how math is related to artwork. We continued the emphasis of integrating writing throughout the curriculum. Parent literacy nights gave parents an opportunity to be involved in learning with their students as well as giving new ideas of ways parents can help their children at home. Staff development courses were offered at the school as well as sending all certified to conferences and workshops outside of our school.

Overall state PACT scores for Finley Road students were strong when compared to state performance. Use of the Accelerated Reader computer program provided an incentive for all students to improve their reading skills. We opened our 30-station computer lab for before and after-school use. Our school had a science fair to elevate excitement for science and it was a huge success. The clubs we started, such as a Science Club, Art Club, Music Club, Newspaper Club, and Drama Club were a big hit with the students. We expanded the after school Challenger program, providing students with an extended-day learning environment. We established a common planning time so teachers could meet at grade level to plan for instructional improvement. We collaborated with PTO and volunteers to create an inviting school atmosphere for students and adults with the mission of engaging all students for successful futures.

Goals for 2005 2006

Finley Road will continue a school-wide emphasis on integrating writing throughout all subjects. The school will continue the emphasis of having a balanced literacy model based on best practices with a special school-wide effort to improve comprehension in all subject areas. As a result of popular request, we will continue with after-school clubs in areas of interest to the students. As a part of the club activities students will be developing writing and reading comprehension skills. We will continue to expand the number of leveled books in our literacy closet and maintain a high level of parent involvement. We will continue to strive to improve teacher attendance and student attendance throughout the 2006-2007 school year.

Larry Doggett, Principal
Susie Walsh, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	63	47
Percent satisfied with learning environment	62.5%	69.4%	86.7%
Percent satisfied with social and physical environment	71.9%	70.5%	82.6%
Percent satisfied with school-home relations	90.6%	74.2%	84.8%

*Only students at the highest elementary school grade level at this school and their parents were included.